

## Lancashire Education Awards



### Case Study

Establishment name:	St James' CE Primary School
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Lead contact name	Fiona Pattison
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Project title	Increasing parental engagement through family learning
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#### Award gained

Award category	X
<b>Innovate</b> <i>A project that demonstrates practice that is new or ground breaking, which successfully engaged and enthused learners.</i>	
<b>Achieve</b> <i>A project had measurable impact on raising outcomes for pupils.</i>	
<b>Invest</b> <i>A project that has had a positive impact upon an aspect of the wider school community.</i>	X
<b>Collaborate</b> <i>A project that involved work across more than one school or work with other agencies.</i>	
<b>Include</b> <i>A project in provision for pupils with Special Education Needs and Disabilities</i>	
<b>Inspire</b> <i>A project that demonstrates embedded exceptional provision of an aspect of the curriculum. Practice will have been developed and refined over time.</i>	

Project summary (maximum 200 words)

Over the past 12 months, we have developed a programme of sessions involving parents/grandparents/carers working alongside pupils in order to promote more effective collaboration between school and home. Some of these sessions have been designed and delivered by the school, whereas other sessions have been developed in conjunction with Lancashire Adult Learning. The programme has targeted a wide range of opportunities, including courses in Phonics, Maths, Science, along with sessions that cover ways in which parents can support their children in their education. This term, we are also offering a Lego Robotics course which will give parents the opportunity to learn and develop alongside their child in creativity and problem solving.

How did you identify the need for this project? What were you hoping to achieve?

Over time parental engagement in a range of school activities has declined and therefore we decided we wanted to involve parents/grandparents/carers more fully in their child's education and make them feel more involved in the life of the school. By taking part in these sessions, we hoped to engage parents in ways that previously had not been achieved despite our best efforts. We wanted to build strong relationships with parents from the beginning and therefore targeted the younger end of school first. However, our sessions have now covered every year group.

Who led the project?

Sarah Fidler

What steps/actions did you take?

1. Identified specific areas that needed to be addressed.
2. Designed a programme of sessions throughout the year, including: 'Fun With Phonics' which aimed to give an overview of how children are taught phonics, 'Maths With Maths' which was aimed at helping parents support their children's learning at home, 'Back To Nature' which was aimed at giving parents the skills to enjoy the outdoors with their children and also developing how they learn in the classroom and 'Eco Zone' was aimed at sharing with parents how we can learn in our very own eco garden in addition to giving them ideas for activities that they could enjoy at home with their children.
3. Liaise with Lancashire Adult Learning.
4. Promoted the sessions to parents/carers.
5. Hosted the sessions. During the 'Fun With Phonics' sessions the parents made colourful name plates and phoneme dice which can then be used at home to support learning. In the 'Fun With Maths' session they made and played Maths games, which can also be used at home. In 'Back To Nature' the course ran over three weeks. The children completed a range of activities with their parents, including collages, bug hunts and sculptures. The adults were given lots of practical ideas for continuing this at home.
6. Gathered feedback. Please see emailed document with photos and feedback quotes.
7. Plan future sessions. After every session, we reviewed the course and decided whether this

would be a good session to run again in the future. Once all sessions are complete, we will evaluate the success and decide which sessions are required next year. Some will be repeated and we will be offering other sessions which may include, 'Family Science Spectacular', 'Families Play and Learn' and 'Family Know How' which encourages parents to share experiences and explore strategies to help and enhance any issues or dilemmas they are facing. This will then have a positive impact on how they raise their children which in time will help and support their education and well being.

What was the impact of the project and how was this measured/assessed?

The family sessions have already demonstrated positive impact as there were a number of year 3 parents who came along to the sessions that have never been involved in school before. This has then showed a positive impact on the child's education and overall outlook. The impact of the program overall will be seen more over time. By involving parents in these fun sessions, they will then continue to be more involved in their child's education and therefore take part in other meetings/sessions that they perhaps would not have otherwise done. In future years, we will continue to work closely with the parents and are confident that the early years' current parents will stay involved and support their child's education. As a result of the parent sessions, our Friends' association have set up a "Stay and Chat" session on a Tuesday at school. This is to encourage parents to stay (with or without younger children) for an hour after drop off to help and support each other. This will also strengthen their links with the school. We have also set up a "Book Swap" scheme for our parents. This is to encourage our parents to read more and to share books with other parents. This will then have a positive impact on the children as they will see their parents reading as a positive activity and hobby.

What are the next steps? How will you follow up this work?

The next step is to plan our future sessions. We will continue to work with Lancashire Adult Learning and book further courses to support our families. We have reviewed every session and at the end of all sessions, we will rebook and add future courses. We will also follow up the work with extra parent sessions in the classrooms as this proved highly positive within the early years. By involving parents in these classroom based sessions, it gives them the opportunity to support their child's education, maintain this and have a better understanding of how their children are taught. This will then have a positive impact on parents and their confidence in supporting children in all aspects of their education.

Do you have any other advice for establishments that might be considering a similar project?

To hold sessions that are extra-curricular and therefore excite the children.  
To run sessions for every year group that are different as we found that once the younger children had been involved in something with parents, the older children wanting something for themselves too.  
To involve parents in the decision making process regarding the planning of future courses to promote good attendance.

